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ABSTRACT

Four main levels comprise the educational ladder in Kuwait: kindergarten, primary, intermediate, and secondary. Ministry of Education plans to improve education on these levels and in the institutes which offer two years of specialized training beyond secondary school are outlined in the document. The principles of separate but equal education for boys and girls, free and compulsory primary education, and full utilization of school facilities for adult and literacy education after school hours have been stressed by the government. Standardized curriculum in public and private schools includes social studies, Islamic studies, arts, science, Arabic and English, physical education, and music. No optional subjects are offered. A major concern of the Ministry of Education is teacher education. Improvements made in teacher training from 1974-76 include encouragement of feedback from teachers and students, utilization of modern equipment and methods, and an attempt to raise standards and make them uniform. Innovations introduced by the Ministry of Education to modernize education include closed circuit television; military training; modernization of social studies, science, and math courses; establishment of a technical training institute, and increased efforts in curriculum development and educational research. (Author/DB)

U.S. DEPARTMENT OF HEALTH
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

STATE OF KUWAIT

MINISTRY OF EDUCATION

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EDUCATIONAL DEVELOPMENT IN THE STATE OF KUWAIT

DURING THE YEARS 1974/75 & 1975/76

PRESENTED AT THE XXXVITH SESSION OF
INTERNATIONAL CONFERENCE ON EDUCATION

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REPORT ON THE
EDUCATIONAL DEVELOPMENT IN THE STATE OF KUWAIT
DURING THE YEARS 1974/75 & 1975/76

ORGANIZATION AND STRUCTURE OF EDUCATIONAL SYSTEM

Educational ladder in the State of Kuwait composes the following four stages :-

1. Kindergarten	From age	4	to	age	6
2. Primary	"	"	6	to	" 10
3. Intermediate	"	"	10	to	" 14
4. Secondary	"	"	14	to	" 18

One more education/^{al}stage has been added to the said stages, that is, two years after Secondary stage, where students can join specialized institutes, such as, Commercial, Industrial, Health, Technology, Religious, etc.

There are two school timing in Kuwait, that is,

1. Morning session which lasts 6½ hours daily. It is the regular or formal timing which was enforced originally.
2. Afternoon session which lasts 6 hours daily. This session has been newly introduced during the present scholastic year 1976/77. This session has been set up in order to cope with the ever increasing bulk of students that surpassed the capacity of school buildings, especially after admitting all pupils of the Palestine Liberation Organization. It is to be noted that adult education and literacy classes are also held in the afternoon (second session of the schools).

Private Schools: Private or national schools are following Ministry's curricula and they are subject to its supervision and subvention.

Foreign Schools (for non-Arab expatriates) :- These schools are also subject to supervision of the Ministry. With regard to curricula, it can follow their own pattern within the scope and limits of the rules of the Ministry.

DEVELOPMENT OF MINISTRY'S STRUCTURE

In order to reorganize functions of the Ministry's departments and sections, the following decrees and decisions were issued during the scholastic year 1974/75 :-

1. Appointment of Assistant Under-Secretary for Special education.
2. Appointment of Assistant Under-Secretary for Administrative Affairs.
3. Appointment of Assistant Under-Secretary for Financial Affairs
4. Establishment of a Commercial Institute
5. Setting up of a Transport Department
6. Setting up of a Planning & Training Department
7. Reorganization of functions and competence of the Assistant Under-Secretaries.
8. Reorganization of the functions of the Controller of Salaries and Accounts.
9. Framing and outlining the general goals of education and its contemporary trends.
10. Development of Social Science curriculum in all branches as well as Arabic at all educational stages.
11. Enjoining military education as a compulsory subject at final years of secondary and technical education stages.

In 1975/76 the following ministerial decisions were issued :-

1. Setting up rules and regulations for the selection of Deputy Headmasters and Headmistresses for Primary and Kindergarten schools.
2. Organization of scholarships system and cultural relations.
3. Creation of a new branch at the Health Institute
4. Upgraded the Control of Curriculum and Textbooks to become a Department.
5. Specifying the competence and functions of the Administrative Affairs.
6. Distribution of responsibilities of Assistant Under-Secretaries and functions of Public Relations Control.
7. Setting up of an Information Centre.
8. Appointment of two Controllers at the Administrative Affairs.
9. Setting up of a Higher Council of the Assistant Under-Secretaries.
10. Reorganization of the Administrative Affairs Department.

GENERAL PRINCIPLES

TEACHING

Fundamental Educational Rules Currently Applied

Compulsory Education Law that issued in 1965 is so far considered the basic law that governs general education in Kuwait : the three stages, i.e. primary, intermediate and secondary.

Principles governing and outlining the scope and nature of the educational scheme in Kuwait

- a. Public (Governmental) Schools:- General education is a State responsibility. And it is free of charge at all levels. As regards school ages and duration of study and admission, the minimum admission age is 6 years at the first elementary class and the maximum age limit is 16. The period of study is four years. As for intermediate stage, the minimum admission age is 10 and the maximum 16 and duration of study is 4 years. With regard to Secondary stage, the minimum admission age is 14 years and the maximum age at final year (4th year) is 20. (Please see table of educational ladder).
- b. Private (non-governmental) schools:- The same procedure, rules of admission, age groups and duration of study in each school stage that applied at public schools are also followed by private schools. The Ministry of Education fixes rate of school fees charged by the private schools at each stage.

Accessibility and the Right of Choosing:-

Every child having the pre-requisite terms and standards as regards age group at the beginning of Kindergarten and Primary stage is allowed to enrol at the stage and school that suits his/her qualification.

Equality of Boys and Girls:- Girls and boys are given equal opportunities to access to all educational levels. No preference or privilege is given to either of them at the expense of the other.

Minorities :- No minority is found among Kuwaiti nationals. As regards foreign residents, the Ministerial Act No.310 issued during 1973 had specified the type of schools licensed to practise teachings in Kuwait. These foreign schools are following the same Ministry's rules with regard to age and enrolment. The Ministry oversees only the administrative and financial aspects besides technical supervision on teaching Arabic, religion, social studies and science (Kuwait history, Islamic history, Kuwait geography and Kuwaiti community).

Special Law for co-educational schooling:- Co-education exists only at Kindergarten level in public schools. Private schools are permitted to have co-educational classes only at Kindergarten and Elementary levels. Male teachers are not allowed to teach in girls schools. On an experimental basis, female teachers are now teaching at elementary stage.

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ORDER OF ADMINISTRATION

Role of the National and other Consultative Bodies competent in pedagogy

Teaching system in the State of Kuwait is characterized by centralization. Since there are no local or regional councils to take part in drawing and outlining the teaching plans and policy as the case in other countries. Within the existing and established administration, all official concerned bodies in the State are contributing, in one way or another, to the development of educational plans. Some of the consultative bodies whom the Ministry seek their advice and assistance are the following :-

1. Kuwait University
2. Planning Board
3. Other official bodies
4. Symposia and conferences that hold in Kuwait and abroad.

Mechanism of Financing Education:- Education budget for the scholastic years 1974/75 to 1975/76 in comparison with preceeding budgets are given below.

The mechanism of education financing in Kuwait is characterized by its on going and rapid movement. To be brief as possible, we give below budgets of the recent five years :-

Fiscal year	Ministry's Budget General in K.D.	Percentage of the Gross National budget	Duration of the Budget
1975/76	KD 108,425,000	13.5	15 months
1974/75	KD 68,175,000	10.8	12 "
1973/74	KD 54,488,000	12.0	12 "
1972/73	KD 47,115,000	11.4	12 "
1971/72	KD 36,644,000	10.3	12 "

The above statistics indicate the large development in the Ministry's General Budget. The increase in expenditure is remarkable when comparison is made between the budget of 1974/75 and that of 1975/76.

When comparing the educational budget with the general State's budget, we find that proportion during the last five years are within approximate limits, however, the sums spent on education have been substantially increased consequent of the development of the

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States's budget and increase in expenditure on public services and development of industrial and social plans.

The following statistical data shows general description of the educational process in Kuwait as regards the development of the Ministry's general budget and number of schools, teachers and pupils.

Scholastic Year	Total budget of the Ministry of Education in K.D.	Total number of schools	Total number of teachers	Total number of students
1975/76	108,425,000	325	15472	202,545
1974/75	62,175,000	280	14213	182,778
1973/74	54,488,000	260	12607	169,417
1972/73	47,115,000	243	7801	160,231
1971/72	36,644,000	219	7265	150,679

The above statistics show that the total amount spent on teaching 202,545 students in the academic year 1975/76 was amounted to KD 108,425,000.- while the total sums spent in the academic year 1971/72 on teaching 150,679 students was KD 36,644,000.- It has to be noticed that the ministry's budget tripled during the scholastic year 1975/76 when compared with the budget of 1971/72.

FORMATION AND ORGANIZATION

A chart showing the various educational ladder from Kindergarten to University level is attached.

FIELD OF CHOICES (OPTIONAL FIELDS)

Upon completion of the secondary stage, students are given option to select their field of study. They have the following options: the University, Institute of Technology (two-year post-secondary) or other specialized fields of study that suit their abilities.

Number of years in each stage and pre-requisite qualification to enroll in each.

1. Educational stages	age	Number of years	Remarks
1. Kindergarten	4 - 6	2	Optional
2. Primary	6 - 10	4	Compulsory
3. Intermediate	10 - 14	4	
4. Secondary	14 - 18	4	
5. University	18 - 22	4	Optional

<u>2. Institutes</u>	<u>Age</u>	<u>Remarks</u>
1. Religious	10 - 14	Post intermediate
2. Teacher Training for female	18 - 20	" "
3. Teacher Training for Men	18 - 20	Two years after Secondary
4. Commercial	18 - 20	
5. Technology	18 - 20	
6. Health	18 - 20	

Terms of Transference from one class to another and examination

Transference to a higher class is determined by passing the final year examination. The same condition is applied in the transference from one stage to another.

Dates of the beginning and end of the scholastic year

All stages start and end at the same time. The academic year 1975/76 for example, started on 15-9-1975 and ended on 3-6-1976. Schools usually start in the second half of September every year and end at the end of May.

SYLLABI AND CURRICULA

1. Mechanism and Development of Syllabi

Preparation and development of any syllabus should go through the following steps:

Formation of a committee composed of specialists from the technical inspectorate of the particular subject, specialists from the Department of Curriculum and Syllabi and professional members from Curriculum Research Centres.

The said committee carries out the required studies for preparation and development. Several professional sub-committees may be emerged out of the main committee; each of which undertakes some aspects of studies in the scheme and submits a final report to the main committee who examines them and adopts them with suitable modification. The final report is submitted to the Higher Committee for adoption of curricula in its meeting with the Under-Secretaries' Council for approval. Finally, a ministerial decree is issued approving the same.

2. Fundamental subjects of study in each stage: All subjects of study, in all stages, are compulsory and there are no optional subjects in general education (elementary, intermediate and secondary).

TEACHER TRAINING

The following institutes and college train, teachers in Kuwait:

1. Teacher Training Institute for Men: This institute prepares and qualifies men to teach at the elementary stage.
2. Teacher Training Institute for Women: This institute prepares and qualifies women to teach at the Elementary stage.
3. Teacher Training College at Kuwait University, qualifies male and female teachers to teach at both intermediate and secondary stages.

Pre-requisite for admission to these institutes: Holders of General Secondary Certificate, either literary or scientific section are eligible for admission.

Standard of Training Teachers of various categories: The Ministry prepares elaborate training programmes for teachers of various fields of specialization. Moreover, the existing curricula applied in all educational stages are thoroughly discussed with teachers and calls their cooperation in finding solution for difficulties and problems encountered them in the course of their practices.

Duration of Training Courses:- Periods of various training courses range between a minimum of six-week to a maximum of 25-week. Almost each course ends up with an examination and special privileges are granted to outstanding teachers as an encouragement.

Means, Provision and Potentialities provided for the Teacher-training qualification:

The Ministry of Education has allocated special budget for teachers training besides providing the following facilities :-

1. Up-to-date scientific equipment and services of experts from the Ministry itself, Kuwait University and recruitment of professional and specialized experts from other countries.
2. Establishment of a Central Training Centre.
3. Establishment of 6 sub-training centres at distant areas.

PART II

EDUCATIONAL DEVELOPMENT AS FROM 1974 to 1976

The new policy for modern teaching methods, orientation as regards goals and objectives:-

In collaboration with Education and Manpower Committee of the Planning Board, the Ministry of Education, has worked out the general aims of education and taken into consideration the requirements and needs of the Development Plan of Education Policy during the period from 1973/74 to 1979/80.

During the broad conference attended by a large number of top educational bodies in Kuwait, held in February 1974, the general educational policy had been fully discussed. A Committee composed of a number of professors in education and experts in concerned bodies has been formed to outline the general objectives of education in Kuwait.

The said committee had drafted a General Objectives of Education while taking into consideration of the Kuwait legislations, plans and objectives and the results of studies and modern educational research occurred (done) in this respect.

Thus, the new educational policy had outlined and set down its objectives in such a way that suit the spirit of our age since Kuwait Community is not isolated from the civilized communities.

2. ENACTMENT OF NEW EDUCATIONAL LAWS:

Comments on the laws and ord decisions issued during the past two years which affected the running and structure of the educational system :-

Many important decisions have been issued during the last two years, some of which are the following :-

- Establishment of Department of Planning and Training
- Establishment of Curriculum and Research Centre
- Amending the formation and structure of the Higher Committee for planning.
- Establishment of the Health Institute
- Setting up of a new branch at Health Institute for training nurses who obtained general secondary certificate.
- The Under-Secretary's decision regarding the implementation of the Ministerial Decree No.43/1974 on the introduction of military training as a compulsory subject in third secondary class of all Secondary Boys and Technical Schools.

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- Evolving the form of technical report on the teaching staff.
- Orientate students to adopt and join technical and practical studies.
- To discontinue issuing certificate at intermediate stage including the one issued at Religious Institute.
- Branching studies of Health Institute.

Education is no longer restricted to a specific phase of age, it is a lifelong in a community apt to learn. Accordingly, all individuals of all age groups should be given ample opportunities to pursue their learning and keep pace with the social changes and rapid development of knowledge qualitatively and quantitatively. Thus, the enactment of numerous decrees and laws during the last two years has generally influenced the shape and structure of educational system so as to match with the rapid and immense development occurring in various educational fields.

The adoption of life-long education scheme, necessarily entails making provisions for numerous opportunities for all individuals throughout their ages to improve and develop their cultural scope and professional status and standard. To this end, the instruction system is made flexible in such a way that enables the advancement and realization of the highly cultured and adaptable community.

III. ADMINISTRATIVE & FINANCE REGULATIONS

With a view to accelerate development and progress, a number of changes and modifications were made in the administration of teaching and educational planning. These changes through the regulations and systems are capable of ensuring proper running of the educational process. The importance and influence of these modifications and changes were instrumental in the following innovations :-

- I. a. Development of educational legislation and prescription of teaching norm. The creation of Department of Planning and Training represents this step.
- b. Linking up and coordinating tasks of members of permanent committees who are in-charge of establishing a Higher Committee for Planning and Guidance.

The function of the said committee is to consider and express opinions on the following :-

1. Plan's projects and strategy of educational development either long term or annual and also all technical, financial and administrative aspects.

2. Evaluation and follow-up of all approved plans on the light of their execution.
3. Considering the projects aiming at involving the organizational and administrative aspects on the light of the plan.
4. Reviewing any other subjects relevant to planning and follow-up.

A consultative committee for technical and vocational education has also been established to undertake the following tasks and responsibilities:-

- a. Defining the policy of technical and vocational education on the light of the overall national, social and economic plans.
- b. Endeavouring to promote the degree of excellency and standard of the technical and vocational schools and institutes.
- c. Improving and evolving constant modification of curricula of technical and vocational education.

II. LAW standardization of decrees and rules issued by the Ministry from time to time through the following :-

- a. Setting up a general rule of procedure for education including the following aspects :-
 - General objectives of education in Kuwait
 - General rule for teaching organization
 - Educational structure and its development
 - Formal School Certificates granted by the Government and basis of their equivalence with foreign certificates.
 - Student Affairs, terms of school admission, registration and expulsion.
 - Amendment of the existing law of compulsory education by extending it so as to include the age group upto 18 years.
 - Enacting special rules for private schools, regulating the authority of the Ministry and facilitates its technical, administrative and financial supervision over private schools and rules of financial aids to these schools.
- b. Issuing administrative by-laws and rules of procedures for putting into effect the said laws with particular emphasis on:
 - Bylaws concerning administrative set up in the Ministry
 - Bylaws for planning
 - Setting up by-laws of Examination and Student Affairs
 - Setting up a legal section in the Ministry
 - Setting up of a modern information centre.

IV. SYSTEM EVOLUTION

a. Quantitative development of students at all educational stages.

Phenomenal increase in enrolment in school was the most remarkable aspects of economic progress and social changes witnessed in the state. Tables and data on educational development transpire the following facts :-

- Annual increase of students during the past ten years was between 7 to 8 percent. The total number of students in the academic year 1974/75 was double than of the number of students in 1965/66.
- The percentage of increase in students community has overpassed the percentage of increase of population.
- It is natural that the development in students numbers necessitates the increase in the number of schools. Number of schools during 1974/75 was 230 and it has increased to become 307 during the scholastic year 1975/76.

To cope with the modern educational trends and development, a number of in-service training courses were held to ensure the following aims:-

- Orientate graduates from Teacher training centres (both male and female) with supplementary scientific and educational qualifications.
- Training teachers on the developed curricula, teaching methods, examination and teaching aids.
- Acquaint teachers with the latest innovations in their fields of their specialities as well as educational field in general.
- Consolidation and promotion of the standard of staff members, technical inspectors and supervisors.
- Consolidation and improvement of the standard of the administrative staff members of schools such as Headmasters, Headmistresses and their deputies.

Types of subjects to be trained on

Arabic language, science, English language, physical education for all stages, social science for elementary and intermediate stages. Further, laboratory technicians, technical supervisors (male and females) at elementary stage, librarians are receiving training. Other subjects to which teachers are given in-service training are: domestic science, social services for graduates of former Teacher Training institutes, Women teachers of Kindergarten and technical supervision.

PROSPECTIVE TRAINING SCHEMES

- Construction of a new building for teacher training.
- Intensive course in General Educational Diploma and condensed its duration to become one year instead of the present two years and enjoining teaching hours in the morning throughout the week.
- Formation of a Higher Committee to be responsible for training affairs and specifying its field of specialization.
- Encourage and arrange staff in the training unit to visit other countries to acquaint themselves with the latest trends and methods.
- Inviting experts in training to visit Kuwait to reevaluate the training programmes in Kuwait and to have their recommendation or suggestions to develop it.
- Recoursing to technical process in surveying various categories of training workers in order to determine the actual demands and requirements of training and to help preparation for prospective training courses.
- Organization of training courses for trainers themselves for which experts from abroad are invited to conduct.
- Holding a general conference on training affairs to be attended by those concerned officials in the Ministry and experts from abroad to be invited to discuss the training process in Kuwait.

Statistical data showing number of trainees during the academic years 1970/71 - 1975/76 13

T R A I N E E S	A C A D E M I C Y E A R					
	70/71	71/72	72/73	73/74	74/75	75/76
Teachers of Kindergarten		186	-	223	60	36
Male and Female teachers of Elementary stage	50	135	179	480	1870	2071
Male and Female teachers of Intermediate stage	130	89	437	902	1783	1760
Male and Female teachers of Secondary stage	376	182	494	1197	1295	1260
Male and Female teachers of Technical & Vocational Training				37	157	23
Female Secretaries and Store Keepers			45	42		
Social Service Specialists						148
Librarians					59	362
Headmasters and Deputies	13	57			174	97
Inspectors / Seniors				253	220	53
Nominated to become Deputies						631
Gross total of Trainees	569	649	1155	3340	5410	6441
Gross total of teachers (male & female) Headmasters Headmistresses, Inspectors other in-service trainees	9321	10696	11928	13094	16884	18590
Percentage of trainees	6.1	6.1	7.7	24	33	34.6
Number of Training courses	7	7	11	16	27	40

Statistical table showing number of schools, classes, students and teachers
during the academic year 1974/1975

STAGES		No of schools according to stages			Number of Classes			Number of Students								Number of Teachers							
		Boys	Girls	Total	Boys	Girls	Total	Boys		Girls		Total		Grand Total	Boys		Girls		Total		Grand Total		
								Enroll.	Non-Enroll.	Enroll.	Non-Enroll.	Enroll.	Non-Enroll.		Enroll.	Non-Enroll.	Enroll.	Non-Enroll.					
Kindergarten		52		52	550		550	6311	225	5615	231	12126	456	12582	-	-	449	552	449	552	1001		
Elementary		61	50	111	143	1219	2690	24627	26983	21129	16842	45750	37625	83581	1208	1208	1400	920	2606	2204	4810		
Intermediate		48	42	90	1674	836	1910	21293	9721	17162	7062	38459	16703	55238	477	1857	580	1432	1057	3289	4346		
Secondary		17	18	35	509	470	979	7293	6399	7569	5259	14062	11650	25720	35	1408	211	1336	297	5742	3039		
	Second.	1	-	1	30	-	30	516	5	-	-	516	5	521	4	91	-	-	4	91	95		
TECHNICAL	Interned.	1	-	1	1	-	1	5	-	-	-	5	-	5	-	-	-	-	-	-	-		
Vocational collage		1	-	1	22	-	22	623	50	-	-	623	50	603	20	203	-	-	20	203	231		
Teacher training Inst. (Male)		1	1	2	15	28	43	251	2	620	10	971	19	990	-	67	2	95	2	162	164		
Technical Secondary		-	1	1	-	12	12	-	-	328	4	328	4	332	-	-	6	78	6	78	84		
Health Institute		-	1	1	-	-	-	-	-	151	1	151	1	152	-	2	-	13	-	15	15		
H.M.I.-GIRLS	Insti- tute	3	-	3	11	-	11	129	105	-	-	129	105	234	2	49	-	-	2	49	51		
	No of Scholar ship	-	-	-	5	-	5	-	85	-	-	-	85	85	-	-	-	-	-	-	-		
Special Educat.		5	6	11	164	51	165	1029	225	362	152	1411	447	1858	27	201	16	133	43	334	377		
TOTAL		138	119	309	3232	2631	6421	62176	67803	53156	29561	115332	67446	182778	1830	5160	2664	4519	4494	9719	14213		

Statistics Table showing number of schools, classes, students and Teachers
During the Academic year 1975 / 76

S T A T I S T I C S	No of Schools according to stages			No of Classes			Number of students						Number of students						Total	
	Boys	Girls	Total	Kuv.	Non-Kuv.	Total	Boys		Girls		Total		Boys		Girls		Total			
							Kuv.	Non-Kuv.	Kuv.	Non-Kuv.	Kuv.	Non-Kuv.	Kuv.	Non-Kuv.	Kuv.	Non-Kuv.				
Kindergarten	51	51	561	561	7548	307	5623	469	13081	576	14457	-	-	482	511	482	511	1009		
Elementary	62	54	116	1578	3327	2323	24597	25427	21317	20889	45914	46926	92240	1218	1549	1624	1025	2040	2664	3444
Intermediate	54	47	59	1152	211	2067	22625	11585	17632	1404	39627	20070	55757	411	2054	2465	1613	1037	3607	4704
Secondary General	19	15	32	554	516	1040	3240	3807	3617	3693	17057	12905	29962	33	1407	231	1402	319	2949	3268
Commerce Secondary	1	-	1	24	-	24	391	3	-	-	391	3	391	2	72	-	-	2	72	74
Technical Secondary	1	-	1	24	-	24	421	41	-	-	421	41	462	20	120	-	-	20	138	158
Technical Secondary	-	1	1	-	16	16	-	-	157	2	157	2	159	-	-	6	60	6	66	66
Teacher Training Inst.	1	1	2	18	26	44	360	43	350	15	950	20	964	-	73	1	96	1	174	175
Health Institute	-	1	1	-	-	-	-	-	129	-	129	-	129	-	-	-	31	-	31	31
Commercial Institute	1	1	2	-	-	-	351	9	350	7	725	16	745	2	30	3	20	5	98	103
Religious	No of Mosques			7	-	7	-	95	-	-	-	95	95							
Institute Inter.	1	-	1	4	-	4	64	14	-	-	64	14	78	1	64	-	-	1	64	65
Second.	1	-	1	11	-	11	104	89	-	-	104	89	273							
Special Educat. Institutes	5	6	11	115	58	183	1233	332	391	166	1624	498	2122	34	217	11	149	45	376	421
TOTAL	144	150	325	3471	4896	6928	65140	44733	56104	35930	121234	20663	201907	1794	5607	2964	5027	4750	10714	15472

DEVELOPMENT OF PRIVATE (NON-GOVERNMENTAL) SCHOOLS

Prior to the beginning of the academic year 1975/76 the Cabinet sanctioned KD 1,500,000.- as a subsidy for private schools and students (Arab schools only). The utilization of the said fund was defined as follows :-

1. The Ministry bears 50% of the school fees. The rate of fees are to be increased from 21 to 31 percent.
2. The Ministry donates KD 10.- per students at those subsidized schools. This sum is to cover transportation and furnishing schools with modern equipment.
3. The Ministry provides text-books free of charge to all students of the three (primary, intermediate and secondary) stages at Arab and national schools.

The Ministry firmly controls and supervises the educational process and disciplines at these private schools, and also control enrolment of students. Furthermore, the Ministry oversee selection of teachers and headmasters of these schools to ensure their capabilities and qualifications. The Department of Private Education in the Ministry oversees the administrative and technical matters of these private schools.

To ensure a congenial working condition at private schools, the Ministry has fixed minimum wages for teaching staff in private schools.

With regard to adult education and eradication of illiteracy programme, the State is pursuing its policy to promote this sector as it concerns adult persons who are the existing working group upon him the output of the current development of the country depends and they are to play an important role in the development of national economy and community as well. However, number of male and female adult attendants have increased to 3204 in the academic year 1974/75. Moreover, certain modifications and revisions have been introduced in curricula and text-books, particularly for literacy classes. Some of these modifications related to the introduction of some topics relevant to their living. Difference of interest between women and men are taken into consideration while writing these books.

In the academic year 1975/76, the number of Literacy Centres for Men and Women were 31 and 24 respectively. The number of attendants was 4483 as detailed below :-

Kuwaitis	-	2977
Non-Kuwaitis	-	1506

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With regard to those adults who pursue their intermediate and secondary studies, they were distributed as follows in the academic year 1975/76 :-

Men's Centres

Intermediate stage	-	18,236
Secondary stage	-	4,376

Women's Centres

Intermediate stage	-	3,117
Secondary "	-	2,003

Adult Education Classes are also subject to the same rules and regulations of formal schools, with regard to their final examinations, monthly tests and students' evaluation. Recently, the Ministry introduced a special scheme to cover the whole curricula of both intermediate and secondary stages. The special circumstances of adult students where classes starts at 5 p.m. has taken into consideration.

Regarding other teaching programmes for youths who failed to join in general education, technical and vocational education, private Institute, adult education and literacy centres, the Central Training Department at the Ministry of Social Affairs and Labour is now working out and equipping a number of Centres for Vocational training of youths. Youths at these centres are to be trained by specialized technicians. Moreover, there are national evening institutes which train youths how to use typewriters and teach them foreign languages and other skills.

C. MODIFICATION IN TEACHING METHODS AND SIGNIFICANT
EDUCATIONAL INNOVATIONS

Desirous to take advantage of various modern educational methods and techniques that have been applied by developed countries, the Ministry of Education has made numerous modifications in the educational system and structures. Some of these steps are :-

- Introduction of subject-class in some secondary schools as an experimental basis with a view to broaden the experiment.
- Introduction of closed circuit T.V. and Language Laboratory with up-to-date equipment.
- Introduction of military training at school.
- Introduction of practical courses at Secondary schools and some intermediate girls schools as a preliminary step towards implementing the course in all schools.

- Total changes in curricula of science and mathematics
- Substantial alterations in curricula of social science
- Modification in curricula of languages i.e. Arabic, English and French and also drawing up curricula for Teacher Training Institutes (men and women).
- Altering methods of orientation, supervision and evaluation at all educational stages.
- Branching fields of studies at Health Institute, modify and adjust them in accordance with the current demands and requirements of various specialities.
- Adjust and develop technical training so as to qualify technicians required for industrial development and beyond the standard prescribed by the corresponding University Colleges by means of :-
 - a. discontinued craftsmanship course at the technical college and left the task of preparing craftsmen in hands of training centres belonging to other ministries and national bodies.
 - b. established Kuwait Institute for Applied Technology from the academic year 1976/77 to implement the said development programme.
 - c. considered the proposal to introduce "credit system" at the secondary stage. And for this purpose, committees were formed to study the project in cooperation with professors from the University. The project is still under study.
 - d. developing Teacher Training Institutes by branching studies and specialization. A new special branch was annexed to it, to qualify teachers for Kindergartens. Credit system is also applied in these institutes.

5. Educational Researches and Information Services

a. Achievements in the field of Pedagogical Research

Within a short span of time, the Curriculum Research Centre endeavoured to complete its units of science, mathematics, Arabic and social studies. The Centre had defined concept of development and its methods on the basis of unity and comprehensiveness taking into consideration the contemporary trends. The following steps have been accomplished :-

- Outlined the general goals of education and its contemporary trends in the State.

- Evaluation of existing educational standard by providing field studies and data on educational stages covering all phases of curricula.
- Worked out a adhoc evaluation of curricula for Arabic and social studies. These curricula will be replaced by a developed curricula at a later stage.
- Outlined the plan for curricula evolution on the light of educational objectives and accomplished studies carried out on the overall curriculum content.

b. Achievement in the field of development :-

- Drawing forth a project to improve the mode of evaluation (year's work, examinations and objective tests).
- Evaluation and improvement in closed circuit T.V. teaching.
- Setting up consultative commission for development of curricula in Arabic, Religious Education, Social Studies, Mathematics, English and French. Another committee has been set up to follow-up development of science curriculum.

OTHER ACTIVITIES CARRIED OUT BY CURRICULUM
RESEARCH CENTER IN THE FIELD OF STUDIES AND
EDUCATIONAL RESEARCHES AND OTHER GENERAL PROJECTS

- a. Taking active part in laying the foundations and principles of curriculum development and its various stages.
- b. Analysing and reviewing all reports and recommendations adopted by educational conferences held in Arab states and other parts of the world and also making required studies and comments on the following lines :-
 1. Drawing out a preliminary report on an Arab unified educational strategy proposed by ALECSO (Arab League Educational, Scientific and Cultural Organization).
 2. Studying recommendations set up by the meeting of Arab Experts specialized in educational researches (June 1974) in order to refer to ALECSO the major steps carried out by Kuwait in execution of the said recommendations.
 3. Replied the questionnaire placed by Unesco Regional Office on decisions adopted by the Conference of Arab Ministers of Education, held in Morocco during 1970.
 4. Underlying study aiming at outlining a unified prospectus and standardization of general principles of curricula in the Gulf states.

5. Prepared three educational research papers dealing with the exchange of information. Two said papers were presented in the conference of Ministers of Education on Gulf States held in Saudi Arabia during 1975.

ANALYSIS OF SOME EDUCATIONAL PROJECTS REFERRED TO THE MINISTRY THROUGH :

1. Drawing up a report on the abolition of Intermediate Certificate.
2. Undertaking a study on the criteria of evaluation at the intermediate stage, especially in the 4th year. Setting up patterns of objective tests of improved essays on the following subjects: Arabic language, Islamic education, science, social studies, mathematics and English language.
3. Preparing a study on the norm of teachers' performance.
4. Studies on scientific scope for applying educational and democratic concepts at the primary school.
5. Studies on the role of library in promoting reading habit at the secondary stage.
6. Project for evolving methods of evaluation at the secondary stage.
7. Taking part in setting up of examination and drafting the Ministry's second five year plan.
8. Carrying out an initial study of branching optional subjects at the Secondary stage.

b. DEVELOPMENT OF EDUCATIONAL DOCUMENTATION & INFORMATION SERVICE

- A project for collecting scholarly educational thesis submitted by candidates for university degrees.
- Preserving documents in Curriculum Research Centre, either those relevant to its own progress or in the field of researches.
- Co-ordination of main libraries in Kuwait has been achieved.
- Necessary steps have been taken to get publications, periodicals issued by all educational, pedagogical and research centre existing in Arab states and some other foreign countries.

The Ministry has undertaken studies on various topics such as :-

- Training for the sake of getting suitable profession or employment.
- Role of education in the economic and social aspects in the Arab world.
- Educational development in the State of Kuwait.

Moreover, a number of studies have been accomplished in close collaboration with concerned and specialized bodies. Some of these studies are as follows :-

- In collaboration with Unesco Regional Office, a programme has been prepared for cooperation in the fields of educational planning.
- The existing information unit comprises division of statistics, documentation, translation and educational information.
- A study is being carried out for setting up an advanced unit for information. The said unit will be provided with adequate finance, staff and equipment so as to become the main source of information.

BIBLIOGRAPHY

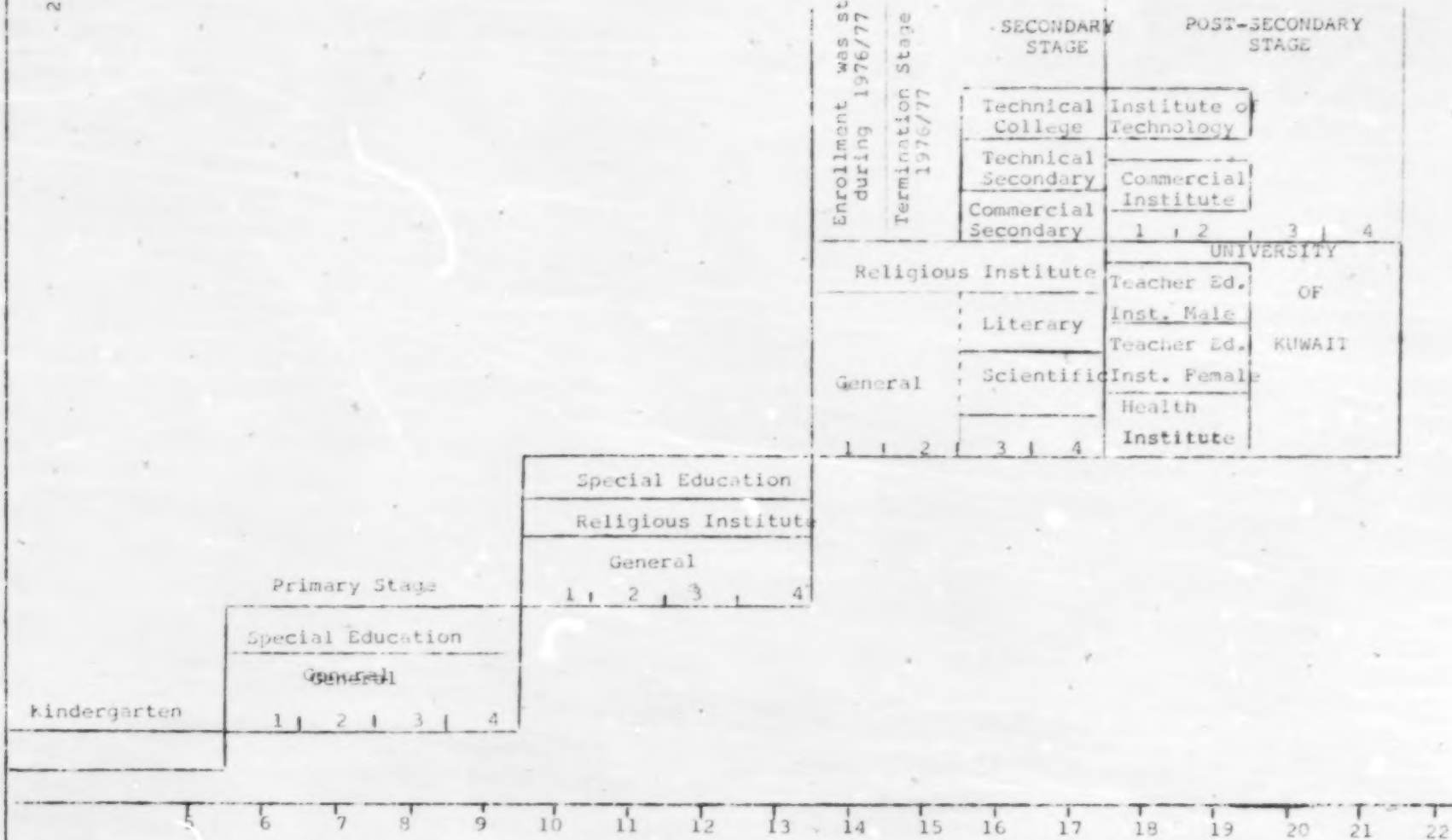
1974 - 1975

1. Index of decisions on school for all stages.
2. Mathematics curricula for General Education in all the three stages, that is, Elementary, Intermediate and Secondary.
3. Social studies curricula for General Education in all three stages.
4. Curricula of Islamic studies for General Education in all the three stages.
5. Curricula of Arts for General Education in all the three stages.
6. Curricula of Science for General Education in all the three stages.
7. Curricula of Arabic for General Education in all the three stages.
8. Curricula of Physical Education for Elementary, Intermediate and Secondary.
9. Curricula of English language of General Education.
10. Curricula of music of General Education in all the three stages.

1975 - 1976

1. Index of decisions for all school stages.
2. Mathematics curricula of General Education in all the three stages.
3. Social studies curricula of General Education in all the three stages.

4. Islamic studies in Secondary, Intermediate and Elementary.
5. Arts Education curricula of General Education in all the three stages.
6. Science Curricula of General Education in all the three stages.
7. Arabic curricula of General Education in all the three stages.
8. Physical Education Curricula of General Education in all the three stages.
9. English language curricula of General education.
10. Curricula of Music of General Education in all the three stages.



THE TRANSFERENCE STATE
1975/1976 - 1976/1977

Intermediate Stage

Special Education
Religious Institute
General

Primary Stage

Special Education
General

Kindergarten

1	2	3	4
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SECONDARY STAGE

Industry
Woman
Commercial
Religious Institute
Religious
Literary
Scientific
General

POST-SECONDARY STAGE

Technology

KUWAIT

Commercial
Institute

UNIVERSITY

Teacher
Education
Institute

Men & Women

Health
Institute

1	2	3	4	1	2	3	4
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